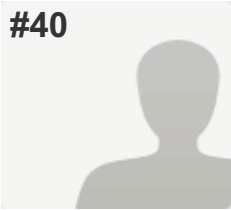


#40

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, June 17, 2016 9:44:38 AM**Last Modified:** Friday, June 17, 2016 1:35:52 PM**Time Spent:** 03:51:14**IP Address:** 207.165.137.250

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Q1: Name of School District:	Nevada High School
Q2: Name of Superintendent	Dr. Steve Gray
Q3: Person Completing this Report	Justin Gross & Nancy Port

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Q4: 1a. Local TLC Goal

Invest in teachers new to our district and to the profession by providing layered support.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

During the 15-16 school year Nevada had a total of 11 teachers new to the district, 4 first year teachers, who received ongoing support throughout the school year provided by 3 Peer Advisors. The teachers were provided with two days of pre-service training designed and delivered by the Peer Advisors and 3 Instructional Guides. The Peer Advisors also provided monthly meetings for all teachers new to the district with a focus each month on one of the 8 Iowa Teaching Standards and criteria. The Peer Advisors also utilized their All 11 teachers are returning for the 16-17 school year and the 4 second year teachers will continue to receive differentiated support. Based on data collected from survey and reflections the new teachers felt the mentoring plan met or exceeded their expectations/needs. The peer advisors have adjusted the focus of the monthly meetings to better differentiate for the teachers based on the feedback they received from the data collected.

Q7: 2a. Local TLC Goal

Provide a structure for individual teachers to receive personalized, targeted support as they grow as professionals.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The structure of our TLC plan provides each teacher with layers of support. Every teacher within the district is part of a learning team that is supported by a learning team coach with a ratio of no greater than 1:7, in addition all new teachers to the district are provided with additional support of a peer advisor. The Learning Team Coaches and Peer Advisors are all provided support by an Instructional Guide in each building. In addition to the regularly scheduled Learning Team meetings, 80% of the staff completing the end of the year TLC survey indicated they received additional support from a TLC position other than their learning team coach. Each teacher was also supported in the planning, development and implementation of their Individual Career Development Plan (ICDP) by their building's Instructional Guide. Teachers were provided regularly scheduled time throughout the school year for their ICDP. Feedback from these individual days indicated teachers felt they made significantly more progress and felt more support for reaching the goals of their ICDP than in previous years.

Q10: 3a. Local TLC Goal

Utilize extended contracts, release days, and salary augmentation to allow teachers to assume leadership roles while maintaining direct contact with students.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

During the 15-16 school year 29 staff members were contracted for TLC positions. Each of the following positions were given extended contract days, release days, and salary augmentation (as noted in our TLC budget) while maintaining direct contact with students.

3 Instructional Guides received 15 additional contract days while maintaining a .25 FTE of student instructional time.

19 Learning Team Coaches received 12 additional contract days while maintaining a 1.0 FTE of student instructional time.

3 Peer Advisors received 10 additional contract days while maintaining a 1.0 FTE of student instructional time.

4 Instructional Models received 5 additional contract days while maintaining a 1.0 FTE of student instructional time.

The TLC positions outlined above were provided various leadership training opportunities (AIW coaches training, Cognitive Coaching, various Jim Knight training & other trainings aligned to building initiatives) during their extended contract and days throughout the year.

Q13: 4a. Local TLC Goal

Strengthen instruction and improve student achievement by capitalizing on the expertise of teachers within our district.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our TLC plan was built around the framework for AIW, providing each teacher with a learning team that engaged in in regularly scheduled AIW scoring sessions. Each and every teacher within our district was provided opportunities to bring teacher tasks, student work, and videos of their instruction to their learning team for structured peer feedback using the AIW rubrics as a framework. Teachers are able to chose what they bring to their teams based on how their students were performing on classroom data collected from formative and summative assessments. Teachers were also provided information about the 4 Instructional Models as resources to utilize for improving their instruction. Classroom Implementation data was collected quarterly across the district to measure the degree of implementation of AIW within our classrooms. The data collected will be utilized for goal setting and professional development planning for the 16-17 school year. Task, student work correlation data was also collected in the middle school and elementary buildings at the conclusion of the 15-16 school year, which will also be utilized in goal setting and future planning.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal	<i>Respondent skipped this question</i>
Q17: 5b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
Q19: 6a. Local TLC Goal	<i>Respondent skipped this question</i>
Q20: 6b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

The end of year survey data indicated that although most of our staff reported receiving support from our TLC leaders and program we still had some who did not utilize the supports provided. Based on this information, the TLC members have established goals for next year and will be tracking their interactions with members of their learning teams utilizing a coaching menu that was developed within our district.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

One of the main goals of our TLC program this year was to build trust among our learning teams so that meaningful conversations could happen. Our end of year staff TLC survey indicated that 71% of the teachers responding to the survey believed that this occurred. The end of year staff survey also indicated that 40% of the teachers who responded had utilized video of their instruction to engage in coaching conversations to improve their practice. 27-46% indicated that they had engaged in reflective, planning, or consulting coaching conversations with a member of the TLC team.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.